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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit:** Sharing the planet  **Stations (summer show song)**  **Week 31 L2** | | | | | **Driving  Supporting xDiscipline-Specific** | | | | |
| **Modality**  xVisual  Kinaesthetic  xAuditive | **Style**  Mastery  xUnderstanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  xVerbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  - Listens to and recognizes words in sentences and songs. (Summer show songs)  -Identifies some beginning and ending sounds in words. (Summer show song) (Beg: R S **N** TH, ending: sounds: ( M N T TH)  - Gives examples of words with the ending sounds requested. (M, N, T, TH). | | | | | | **Skills:** Listening/Speaking/writing | | | | | |
| **Materials:** Display with the summer song´s lyrics, cd player, cd with summer song, pencil case, white board, notebooks with second part of the song pasted, markers, bubble map, pictures of new sound N, beginning sound booklet and computer with ORT text. | | | | | | **Grouping**  Individual  Pairs  x**Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  x**Stations** |
| **Date: Week 31**  **(April the 22nd to the 26th)** | | | **Time: 1 block**  **(Stations of 20 min each)** | | |
| **Description** | | | | | | | | | | | |
| **Main Activity:**  **Station 1 (summer show song)** Check the new words you learnt from last class (Pictionary) and invite children to give their own definition of these new words. Play song making emphasis on the new words learnt, the beginning and ending sound for better pronunciation. Guided questions: show me on the display (words from Pictionary)….. ask some volunteers to show the different words they mention. Play song and stop from time to time and ask: what words did you hear, write them on board. What do you think the second part of the song is about? Why do you think that? What word(s) make you think that? Let’s try to read the second part. Invite them to echo read with you. Is there any word you don’t understand? Register on the notebook the new vocabulary: (Dream http://www.dreamstime.com/boy-dreaming-thumb11195476.jpg) (Sweep http://www.vectorstock.com/i/composite/92,20/cleaning-vector-909220.jpg)(Taphttp://voiceofcanada.files.wordpress.com/2007/02/water_tap_glass_cartoon.jpeg) children will draw the new word.  **Station 2: Beginning sound N:** Show a drawing with the beginning sound [http://static6.depositphotos.com/1150740/649/v/950/depositphotos_6497118-Cartoon-sleeping-mouse-on-chair-with-laptop.jpg](http://www.google.com.co/url?sa=i&rct=j&q=image+of+a+nap+in+cartoon&source=images&cd=&cad=rja&docid=fodbfRU4NeoEKM&tbnid=ySnrHHRZttXhuM:&ved=0CAUQjRw&url=http://www.sodahead.com/living/today-is-national-napping-day-do-you-still-take-naps/question-3573995/?page=2&ei=XettUdObIIGQ9QTupYGoCw&bvm=bv.45218183,d.dmQ&psig=AFQjCNEdv1Tbv3m1moYwuvbas8RIpxymDA&ust=1366244569895922) and ask: what do you see? What sound do you think we will work on today? Show them some examples and invite them to give you new ones (ask some volunteers to help you with the missing drawings and add to the bubble map.)  **Station 3: Computer with ORT texts:** Children will have the chance to interact with the ort texts.  **Station 4: “B. Booklet)** Children will continue with the beginning sound booklet. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing**: They can finish the drawings from their Pictionary at home if they didn’t finish. | | | | | | | | | | | |